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WM. B. FOWLE, EDITOR.

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THE GRADING OF SCHOOLS.

USE OF MONITORS.

No. VI.

WE have already described two experiments in the management of large schools, on the plan of Mutual Instruction, or, as it is sometimes called, the Monitorial System, but as these were both conducted by ourself, we have thought it necessary to notice a few other experiments, to show that there is no particular charm in our teaching, and that others have done the same thing, perhaps even under less favorable circumstances. The next public experiment in Boston, was made in the Boylston School, then one of the largest Grammar Schools. As we are temporarily absent from home, and have not our papers and documents with us, we can not be so particular as might be wished, in dates and statistics, but the leading facts will be sufficient to show that the experiments made by the City of Boston, were entirely successful. The office of Usher of the Reading Department of the school above mentioned being vacant, the Principal, Mr. Charles Fox, obtained permission of the School Committee to carry on the Department alone, with the aid of his pupils. The school contained about two hundred pupils, all boys, between the ages of seven and fourteen years. The experiment was continued more than a year, and so much to the satisfaction of the committee, that they voted Mr. Fox an extra compensation, although he asked for no such thing, the Committee finding that they could do this act of justice, and still make a great saving to the city. The records of the School Committee prove, that this school

stood as high as those which had more masters and cost more, and yet the enterprising teacher was so unfortunate as to be quite hard of hearing. He had no experience in teaching on this system before he made this experiment, and was rather moved to the experiment from the belief that monitors, who are perfectly obedient to the directions of the principal, are better than adults, who are apt to have wills and plans of their own. The experiment was a perfectly successful one, and we may recur to it again.

The City of Boston had for many years supported a High School for boys, but for the girls, no such school was provided. Such citizens as had daughters and no boys, very naturally asked, why a High School for girls should not be supported by the city; and as no reasonable objection to one could be found, the Committee concluded to establish one for about one hundred and thirty pupils. Then a teacher of one of the city Grammar Schools, was appointed Principal, the scholars were picked from the Grammar and Private Schools of Boston, and still, with the immense disadvantage of having all the pupils of nearly the same age and degree of attainment, the school was successfully carried on for about two years, and then was discontinued, because its success had increased the number of candidates for admission to such a degree, that it became a question whether three such schools should be established to meet the exigency, or some other plan devised to educate the girls. At length the Committee concluded to allow the girls to stay two years longer than before in the Grammar Schools, and during this time to be taught such things as had been taught in the High School under Mr. Bailey, whose school was consequently discontinued. Much dissatisfaction was expressed at its discontinuance, and the Committee were severely censured, which, perhaps, is the best proof that the school had given satisfaction. Mr. Bailey had never attempted to teach on the Monitorial Plan before, and his experiment furnishes another proof that no greater preparation is needed on this plan, than on any other.

The next experiment was on a still larger scale. There was a lurking suspicion in the minds of the Committee, that the schools did not produce results at all commensurate with the great expenditures, and they were so satisfied that a change might be made for the better, that they determined to place all their largest Grammar Schools upon the Monitorial Plan, under one principal, they having been under two principals and two ushers. The number of monitors was limited, and they were no

longer to be considered pupils, and were paid about one hundred dollars per annum. This was one fatal error, for monitors who are not pupils, are not monitors, but teachers. The hope of becoming monitors, is a great spring to exertion on the part of a school, and the fear of being displaced is generally the best guarantee of their fidelity while in office. Another fatal error of the Committee was, the entrusting of the Schools to the teachers who had previously conducted them, and who were well known to be opposed to the change. The salary of the principal teacher of each school was continued, but that of a sub-master was reduced, and these discontented teachers could not naturally be expected to favor an experiment which bore so hard upon their pecuniary interests. Hard as the case would have been, for the teachers all had families and were very worthy men, still it was evidently the interest of the Committee, to place the experiment in the hands of men who were friendly to it, and had no motive for wishing it to fail. The experiment lasted two or three years, and was pronounced a failure. It no doubt was so, but it was not a failure of the Monitorial Plan, for, as we have said, the plan could not be called Monitorial, and lacked all the essentials of it. The enemies of the change rejoiced, and the Committee allowed them to do so, for a majority of them were friends of the discontented teachers, and were perhaps elected through their influence to aid in restoring the old regime.

But although pronounced a failure, the fact is not generally known, that this experiment furnished a remarkable proof of the superiority of the Monitorial System, when properly understood. When the experiment began, all the monitors were paid, as we have said; but some who were employed were incompetent; some were less obedient than was desirable, and the teacher of one of the Grammar Schools, the largest one, we believe, was so troubled to find monitors to take the place of those he dismissed, that he began to employ his own pupils, and, before a year was ended, his monitors were all pupils drilled by himself, and serving without pay. Such was the order and discipline, and progress of the school, that, when the general experiment was declared to have failed, the second class in this school, were doing all that had ever been required of the first in the other schools. The documents and records in our possession, show that the school in every department of instruction and discipline, was equal to any thing Boston had known, and when the old regime was restored, the Committee had to order the second class to drop the studies of the first,

and fall back upon the second classes that had not kept up with them. Mr Clough, the teacher of this school, is still living, and so are some of the sub-committee who allowed him to make this fair trial of the Monitorial Plan, and afterwards bore honorable testimony to the remarkable result that we have described. Mr. Clough had never taught a Monitorial School until thus called on to assist in this experiment. It will be said by those who know him best, that this experiment does not prove so much as we claim, for so thorough a teacher would make any system go. But still it is important to have his testimony to the fact, that the system of paying monitors was a bad one, and the employment of pupils fraught with no danger, when the teacher is competent to select his assistants, and properly employ them.

To these experiments, which are a sufficient basis for any change in the prevalent system, should be added another interesting experiment that has long been in successful operation in the heart of Boston. More than twenty years ago, the Boys' Monitorial School was commenced by Mr. George Fowle, and it has been conducted strictly on the Monitorial principle ever since. In this school, all is taught that is taught in the City Grammar Schools, and much more, including French, Spanish and Drawing. Monitors were not used because of the great number of pupils, as in the schools before mentioned, but from a full belief that the use of them was conducive to industry, and to a more thorough education. The pupils have always been of the most respectable class, and the numerous pupils that have proceeded from this school, are distinguished for their intelligence and general excellence of character. Here then, we have six satisfactory experiments, in the City of Schools, although it must be confessed that attempts have always been made to keep up the impression that the Monitorial System is unpopular here. We cheerfully bear witness to the great improvement that has been made in the schools of Boston, within five or six years, but we can not withhold the opinion that the excellent teachers, who have wrought the reform, can effect far more, if they are allowed to use monitors to move that great mass of idle, playful, untalented and neglected pupils, which now lies, and always has lain like an incubus upon their large, unwieldy schools.

In our next number, we shall endeavor to show that the opinion we entertain of the system we propose, has been entertained by others well qualified to judge of the philosophical character and practical tendency of it.

INEQUALITY OF PENAL LEGISLATION.

It is a common remark, that, in this country at least, all men are born equal, and yet there are circumstances, evidently at variance with the declaration, and which effectually nullify it. Two children of the same *family* would not be considered equal, if one should be punished with forty blows, when the other received but ten or twenty for the same offence. In the same *town*, two families would not be considered equal, if, every time a member of one stole a loaf of bread, he was imprisoned a year, while a member of the other family was only fined ten dollars. In the same *State*, it would hardly be called equality, if one citizen should be hanged for horse-stealing, while another was only imprisoned from two to five years. We see this inequality when so presented, and we should at once condemn it. And yet, in another form, it exists among us, and no attempt seems hitherto to have been made to expose or correct it.

In this Union, there are at least, thirty independent states, and it would be difficult to show, that a horse in one state is not a horse in another; or that the stealing of a horse in one state is any thing but horse-stealing in another; and yet, if a man in Arkansas should steal a horse once, he would be whipped, and for a second offence would be hanged. A man in Delaware who should steal a horse, would for the first offence, be reduced to servitude, while, if he should steal on the other side of the dividing river, he would not, even for the second offence, be imprisoned more than seven years.

In the July number of the Pennsylvania Journal of Prison Discipline, this course of thought is carried out farther than it would be proper for us to carry it in this Journal, until the public are more fully awake to the fact, that schools and prisons have very intimate relations; but we shall venture to make one extract from a valuable table, in the number referred to, which shows, at a glance, the different penalties affixed by statute, to the principal crimes in the several states of the Union. We have selected the crime of *Forgery*, because we believe that this is in some degree affected by a common school education, the number of persons capable of committing forgery, as well as the temptations being increased by it, while no extraordinary precautions have been taken by any state government to check the evil, by additional moral instruction, although

additional punishment has in some cases been tried. It seems as if we had yet to learn, that every improvement in the manner of teaching what are called the common branches in our schools, only fits the pupils more effectually to become scourges to the community, unless they are at the same time instructed thoroughly in the elements of morality.

Penalties in the several states for the crime of forgery, the difference depending upon the grade of the offence, or its repetition.

Alabama,	-	-	2 to 20 years.
Arkansas,	-	-	not longer than 6 months.
Connecticut,	-	-	2 to 5 years.
Delaware,	-	-	3 months to 2 years.
Florida,	-	-	2 yrs., fine, pillory, whipping.
Georgia,	-	-	3 to 10 years.
Illinois,	-	-	1 to 14 years.
Indiana,	-	-	2 to 14 years.
Kentucky,	-	-	2 to 6 years.
Louisiana,	-	-	2 years, to life.
Michigan,	-	-	any term, to life.
Mississippi,	-	-	2 to 10 years.
Missouri,	-	-	any term, to 10 years.
Massachusetts,	-	-	any term, to life.
Maine,	-	-	2 years, to life.
Maryland,	-	-	5 to 10 years.
N. Carolina,	-	-	39 lashes, to death.
N. Hampshire,	-	-	3 to 20 years.
New York,	-	-	2 to 10 years.
New Jersey,	-	-	not exceeding 10 years.
Ohio,	-	-	3 to 20 years.
Pennsylvania,	-	-	1 to 10 years.
R. Island,	-	-	2 to 10 years.
S. Carolina,	-	-	probably death.
Tennessee,	-	-	3 to 15 years.
Texas,	-	-	1 to 5 years, and 39 lashes.
Virginia,	-	-	10 to 20 years.
Vermont,	-	-	not exceeding 10 years.
Wisconsin,	-	-	2 to 7 years.

Why such different penalties should be annexed to the same crime, can not be determined from any circumstance in the condition of the people. In the Southern States, where the

education is confined to comparatively few, and these few make the laws, they do not spare themselves, and the penalties are, with few exceptions, the most severe. In the agricultural states, the penalties are at least, equal to those in the commercial; and the conclusion is forced upon us, that there is no reason why the penalty should differ, but many why the States should take measures to produce something like equality in regard to the punishment of this, and every other crime. One would think Arkansas would be the home of Forgers, or, at least, their City of Refuge.

"FIGHTING THE BATTLE O'ER AGAIN."

WHILE we were attending a Teachers' Institute in a neighboring State, one evening, the young teachers met in convention to discuss the question of corporal punishment. After several had spoken on the subject, a young teacher, who had taken the lead in most of the exercises, undertook to relate his experience in subduing a school that had some reputation for superior disorder. He said he found that the evil was confined to two or three large boys, and warming with the recollection, he said, "I determined to make an example of the first one that offended. Soon I saw one trespassing, and, stepping upon the desks, I strode over them till I reached his seat, when I seized him, and dragging him over the desks to the alley, I dashed him upon the floor, and set my foot upon his neck, and dared any one to come to his rescue." All this was said with as much warmth as if it were the original scene. The face of the teacher was flushed with apparent anger, and his voice indicated wrath of the first quality. Still the young man was considered amiable, and we saw nothing, except in that one instance, which indicated passion. As he passed us to take his seat, we happened to smile, and he returned our smile with the remark, "You smile at me; may I ask you why?" "Because," said we, "when you were describing your treatment of that boy, the question crossed our mind, 'How would Jesus Christ have done had he been the teacher?'" He turned away, and whether offended or not, could not be determined from his manner. Next morning, very early, as we

were walking in the outskirts of the town, we met the young man, who approached very cordially, and, after shaking hands, said, "You cannot think how your words last evening have weighed on my mind. I have hardly thought of any thing else since." "Well, what conclusion have you reached?" we inquired. "I am satisfied," said he, "that Jesus Christ would never have done as I did, and I think nothing would ever tempt me to do so again." It would be well if others as well as teachers, when similarly provoked, would ask themselves the question, "How would Jesus do if he were in my place?"

RELIANCE UPON GOD.

God fills his own work ; he is not only over it, but he is also in it. If we ascribe to him the origin of this fabric, and all things in it, it will be most absurd and inconsistent to deny him the preservation and government of it ; for if he does not preserve and govern his creatures, it must be either because he can not, or because he will not ; but his infinite power and wisdom make it impossible to doubt of the former, and his infinite goodness, of the latter.

It is, to be sure, a very great miracle, merely to know so great a multitude and variety of things ; not only particular towns, but also provinces and kingdoms, even the whole earth : all the myriads of creatures that crawl upon the earth, and all their thoughts ;—at the same instant, to hear and see all that happens in both hemispheres. How much more wonderful must it be, to rule and govern all these at once, and that with one glance of the eye !

It is a great comfort to have the faith of this providence constantly impressed upon the mind, so as to have recourse to it in the midst of all confusions and all calamities, whether from without or from within ;—to be able to say, "The great King, who is also my Father, is the supreme ruler of all these things, and with him all my interests are secure ;—in every distress, when all hope of human assistance is swallowed up in despair, to silence all fears with these comfortable words,—*"God will provide."*—*Leighton.*

EACH ONE HATH A PART TO DO.

[From the Mohawk Times.]

MEN and brothers ' up, be doing !
Help each other by the way ;
Aid with heart and hand the dawning
Of a great and mighty day.
Think not earth hath fixed teachers,
Progress centred in the few ;
All men, more or less, are missioned ;—
Each one hath a part to do.

Lend your aid, however little ;
Lend your talent, though 'tis small ;
Trifles thrive by combination,
Working for the good of all.
Truth is slow, and wants assistance,
Of the many with the few ;
Every man, however feeble,
Hath a part he's skilled to do.

Faint not, lag not ; in your doing
Still press onward ; ye will find
Brilliant sunbeams flashing ever
From the archives of the mind ;
Earth holds not a human creature,
Meanest pauper ye may view,
If he have a spark of reason,
But he hath a part to do.

All men may assist each other,
Though it but a trifle be ;
Tiny streams make flowing rivers,
Rivers make a mighty sea.
One may do the work of many,
Many help the toiling few ;
Thus with all men high or lowly,
Each one hath a part to do.

Many pillars bear the temple,
Varied in their strength and height ;
And though versatile in greatness,
Each contributes to its might.
Thus, though men proclaim their weakness,
And their talents small and few,
Each one shares in human greatness ;—
Each one hath a part to do.

Men and brethren, onward, onward !
Lag not till the work is done ;
Grow in ardor, grow in earnest,
For the dawning is begun.
Let no heart be found to tarry ;
Stirring impulse bear you through ;
All men aid the day that's dawning, —
Each one hath a part to do.

ENGLISH GRAMMAR.

OUR absence from our books prevents us, in this number, from continuing our notices of Anglo-American grammar-makers, but perhaps we can do as much good by a few desultory remarks on the study of grammar. It is a common inquiry of parents, "When should a child begin to study grammar?" and by this is generally meant, "When should a child begin to puzzle his brains by poring over a book called a grammar?" Few parents, even well informed ones, have any idea that grammar can be taught without such a book, and that the essentials of it should be taught before the child knows that there is such an instrument of torture as the grammar book generally proves to be. If well-informed parents took care to use only good language in the presence of their children, however young; and if they corrected them whenever they erred, very little would be left for the teacher to do. But many parents are incapable of such evasion, and the habit of pronouncing and speaking incorrectly is generally formed before the child enters school. It is, then, an object for the teacher to exterminate the error, and he must make a business of it, or it will not be done. It will not be enough for him to correct all the errors he hears, for he will hear but a small part of what are made. He must make all his pupils co-operate in the work, and this he can do by a plan something like the following, which we have tried with success. Let him give notice that every error he detects will be recorded in a book kept for the purpose, and the name of the child placed with his error. Then offer a slight reward for all errors reported, and record them also. Let him offer at least double price for the detection of any error made by himself, if modestly reported, and so let each be a guard over all. Every day let the record of errors be read aloud for the benefit of the school, and, when they are read, let the whole school correct them aloud. The following is a short list of such errors as were collected *in one day* in a common school, and such are no longer known in that district, except when a new master takes the school, and gets criticised by the little ones until he becomes careful.

Sir, I have *ben* very industrious.

Master, may I *set* by Mary?

Her mother *learns* her at home.

Was you a going to wisper?
You *are* much *mistaken* if you think I did it.
That is *no great shakes*.
It has not *laid* there long.
He hit my elbow as he ran *past* me.
Three times three *is* nine.
I believe she *done* it herself.
You *had'nt ought* to look into your book.
I *sorr* her do it with my own eyes.
The *lorr* of God forbids lying.
She *need not* get *but* one page at a time.

These were the chief errors, but the less glaring ones were not unimportant, and they related mainly to pronunciation. If, in addition to this constant supervision, the teacher requires every child to write sentences the moment he begins to read, the object of grammar will be attained before the children know that they are studying grammar, and they will acquire the art of spelling, speaking, pronouncing and writing the English language, before they are aware that they have begun to study technical grammar.

It is to be regretted on the score of grammar, if not on that of humanity, that the tendency of home education is adverse to correct instruction in the use of language. At the South, the children are left in the care of negroes, and but few of the best educated entirely free themselves from the *patois* thus acquired; while, at the North, the children of all but the poor are left much with uneducated foreigners, who, if they do not succeed in imparting their peculiar brogue, often succeed in nullifying the instruction of the teacher. It is undoubtedly the duty of parents to surround their children with the best influences, and none can be so powerful as those of well educated servants. Some parents, who assume the care of their children, make no allowance for the difference between adults and children, and by the severity of their government disgust the child and drive him away from virtue, when, by kindness and considerate treatment, they might make the path of duty pleasant, and preferable to that wider one into which the children of so many very pious parents are, as it were, driven by unnecessary restraint upon feelings, which are only wrong when perverted, and whose innocent use must have been the true end of their bestowment. If a correct use of language be important, it should be acquired in youth, and then it will be graceful and becoming. On this account, we have always thought that the teacher of very young children should be a

well educated, accomplished female, and it is a pleasing circumstance that the proportion of such in our primary schools is constantly increasing, although it is mortifying to feel that the employment of such arises less from a sense of their superior fitness for this department of instruction, than from the fact that their services can be obtained at a cheaper rate.

EXTRACT FROM THE MAINE REPORT.

TEACHERS' INSTITUTES. "The number attending the first year, was 820 males, 857 females, total 1,677; the second year, 1,051 males, 1,288 females, total 2,339; the third year, 834 males, 1,088 females, total 1,922. Of the 1,677 who attended the first year, 673 attended the second year, and 415 of them attended the third. Of the 2,339 who attended the second year, 643 attended the third year. Only 260 teachers in the State have attended the Institutes for the three successive years, whilst 4,467 have attended in some one of the years.

This analysis exhibits one fact worthy of particular notice. It is this: More than two thirds of the teachers attending the Institute the second year were new members, not having attended the first year, and a large majority of those who attended the third year were also new members, not having been present in either of the previous years, whilst only a very small proportion have attended the Institute for the three successive sessions. How shall we account for this fact?

It is possible that some few teachers attended from wrong motives; seeking the shadow rather than the substance,—desiring the name rather than the information to be gained. If there were any such, one session or even one or two days of a session would satisfy their highest aspirations. But this does not account for the phenomenon exhibited by the statistics. It is evident to my mind, not only from the above data, but also from extensive observation and inquiry, that a large per centage, at least one third of the whole number of the public school teachers in this State, enter the vocation and leave it annually. Some two thousand teachers begin and end their professional duties every year. This fact shows us why it was that our Institutes the second and third year were composed for the most part of new members. Our system of public instruction

can never be carried to any considerable degree of perfection, till teaching becomes a more permanent occupation than it now is. The reasons are obvious, and we may allude to them in another part of this report.

Has the result of the experiment thus far answered public expectation? The reply to this question will depend very much on what that expectation was. If it was supposed, that the Teachers' Institute was a machine endowed with some mysterious power, by which learned, skillful and accomplished teachers could be manufactured out of all sorts and kinds of materials, in the shortest possible time; indeed, that expectation has not been answered. Or, if it was thought, that persons destitute of the natural endowments essential for teaching, could be made good instructors in the course of ten days; or, that individuals, not already familiar with the common school branches, could not only become learned themselves, but also acquire the faculty of imparting their knowledge to others during one session of the Institute; or, that a teacher by attending only one or two days could be very much benefited; surely none of these expectations have been answered.

But if it was expected, that the Institute would be a school for teachers; that men of great skill and experience, and of high standing in the profession would take charge and give direction; that the teachers present would form themselves as far as circumstances would admit, into a model school; that the object of their assembling together would be explained; that the rules of punctuality, of order, of diligence, of attention and promptness in recitation, would be applied to the teachers in the same manner in which they would apply those rules to their pupils; that the best modes of securing obedience to these regulations, would, from time to time, be discussed and explained; that all the points connected with the government discipline and classification of schools would be examined; that the board of instruction would make out an order of exercises for each day; that the branches of study usually taught in the public school would be taken up, beginning with the elements and proceeding onward in order; that the reason for the rules would be given, and the principles fully explained; that the best method of presenting the different studies to children would be exhibited; that the different modes and processes of presenting the same subject to minds of different capacities, would be pointed out; that public lectures would be delivered during the evenings on topics connected with education; that the members of the Institute would take notes of

the recitations, discussions and lectures; that they would endeavor to analyze and digest the information received; that they would go from the Institute to their schools with an increased fund of knowledge, with many improved modes and processes in teaching, with many of their former errors corrected, and with higher aims and motives; if such was the expectation, that expectation has, in my judgement, been answered."

HOUSEHOLD WORDS.

WE give the following paragraph from the "Household Words" of Dickens, because we presume the writer intended to mark the progress of certain words, and to show their local meaning in England at the present time.

"HOUSEHOLD WORDS." *Bother*.—A word in great use when a stupid visitor has called, or a dress has not come home, or the hair will not curl, or the pen will not write, or the shoe will not come on, or at any other little domestic annoyance. *Fiddlestick*.—A word strongly expressive of contempt; it crushes all reply; when a lady once says "Fiddlestick," he must be a bold man, who ventures to say another word. *Fiddle-de-dee*.—The same as "Fiddlestick," only a degree milder. *Ducky*.—A term of endearment, applied indiscriminately when a favor is to be asked. *Indeed!*.—An ejaculation, strongly recommended for family use; it implies doubt, a contemptuous denial, a gentle refusal, and saves an infinity of useless explanation; much may be said with that word "Indeed!" it all depends upon the way in which it is pronounced. "*Drat it!*"—Very emphatic, almost amounting to an oath; it should be used very sparingly, even by ladies. *Delicious*.—A word that, coming from a young lady's lips, conveys the highest possible amount of praise; it is applied equally to singing, ices, gloves, pictures, dancing, and means perfection in each instance. *Spooney*.—A young man who cannot dance or talk, or talks no better than he dances, or *vice versa*;—a young man who wears clogs and mittens, sings sentimental songs with a lisp, and has turn-down collars, and a miniature, which he always carries in his waistcoat pocket, on the side nearest his heart, would take rank in household estimation as a "spooney." *Dumpy*.—Unhappy, miserable; any one who has a cold, or is disagreeable,

or has received bad news, or an unpleasant truth, is said to look "dumpy."

We have all these words in New England, but there is some difference in the use of them. We use *bother* only when something perplexes us, and prevents our doing easily what we propose. We should say a stupid visitor *bored* or *boored* us, but it would take a very different sort of person to *bother* us. *Fiddlestick* and *fiddle-de-dee*, we only use to express the small value we set upon opinions, and they are generally used familiarly and with good nature. *Ducky* is not used indiscriminately, and is rarely heard except between man and wife. *Indeed* is used here very much as in England. "*Drat it*," is never heard except by some admirer of Shakspeare. *Delicious* is a strong word made common by the propensity to exaggerate and use words altogether too forcible for the occasion, as when a young lady says, she *adores* cabbage. *Spooneys* are not known among us, but the character described as a *spooney* we should call a *flat*. *Dumpy* with us means *low spirited*.

IMPORTANCE OF TEACHING PHYSIOLOGY.

SHOULD not parents then, see to this matter? Should they not provide for their children school rooms which would not enforce a violation of nature's laws? Should they not furnish means which would bring teachers into the market, who would be competent to give accurate and thorough instruction in this all important department?

The objection that all men cannot become physicians has no weight in this discussion, since it is not necessary for a man to be a physician, in order to know how to preserve his health. There is a wide difference between the laws of health and the laws of disease; the former are few in number, plain, simple and easy to be understood; the latter are infinite in number, complex in their nature, exceedingly difficult of comprehension, so much so, that the combined efforts of scientific men from the days of Hippocrates to the present time, have not made them clear; the former might all be written in one book; a thousand volumes would not exhaust the latter; the former might be learned by every child during his school age, at a less outlay, than would meet the expense of a three months sick-

ness ; a competent knowledge of the latter requires a life-time of intense application ; in the one case, the materia medica is little more than pure air, pure water, wholesome food, suitable clothing, and regular exercise ; in the other, the mineral and vegetable kingdoms are nearly exhausted. Besides, if, during infancy, childhood and youth, a proper physical training were observed, and in manhood the laws of health obeyed, man would escape the throng of diseases whose name is legion, and hence might very safely be ignorant of those symptoms and specifics, which he would never have occasion to recognize or to use.

In view of the preceding remarks, is it not evident that every tax-paying citizen, and especially every lawgiver, should do every thing in his power to stay the ravages of disease and premature death ? Has he done his whole duty when he looks on this train of evils with sympathy, and as a Christian man contributes his proportion to the reserved fund from which all the non-producing sick are supported ? Should he not, as a legislator, as a wise and prudent economist, institute means of prevention, till a knowledge of the laws of health is within the reach of all, and, by education and custom, becomes the common inheritance of all ?—*Maine Report.*

A good farmer is generally a true friend, an affectionate husband, an excellent parent, and an honest man ; and it is an established axiom that a well-tilled field denotes not only care and industry, but the supervision of an enlightened mind.

NOTICE.

PHYSIOLOGY. Those teachers and Committees, who have ordered our Physiological Diagrams, are informed that the delay in publishing them has arisen from our wish to make the Key so complete, that no other work shall be needed with the Diagrams. Our first plan was only to explain the references, but our friends have persuaded us to extend our plan, and prepare a plain treatise on Human Anatomy and Physiology familiarly applied to every day life. We have just completed the work, and shall lose no time in hurrying it through the press. The Diagrams have been ready for some weeks waiting for such a companion.

✍ *All Communications, Newspapers, and Periodicals, for the Journal, should be addressed to Wm. B. Fowle, Editor, West Newton.*

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